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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | | | | |
| Subject: Mathematics | **Teacher:** | | | | | | **Grade Level:** 5th Grade | | | **Date(s):1st Six Weeks**  **Week 1 August 29-September 2, 2016** | | | |
| **North Carolina Standard Course of Study**  *Standards:* | **(\*Indicates heavily weighted standards)**  **\*5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.  **\*5.NBT.2** Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. | | | | | | **I Can Statements /Learning Targets**  (I can……..) | | | **Post I can questions in the classroom.**  \*I can explain patterns when multiplying a number by powers of  10. **5.NBT.2**  \*I can explain patterns when a decimal is multiplied or divided by  a power of 10. **5.NBT.2** | | | |
| **Technology Standards & Resources:** | | | **5.SI.1** Apply criteria to determine appropriate information  resources for specific topics and purposes.  SMARTboard Technology: Notebook software, internet | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **Post Essential Questions in the classroom.**  **5.NBT.1** What is the rule for multiplying decimals by 10, 100, or 1000?  How can I know the value of digits as it relates to place value?  **5.NBT.2** What is the relationship between place value and powers of ten? | | | | | | **Higher Order Thinking/Revised Blooms:**(Questions that will enable students to find connections or extend learning.) | | | How will knowing how to compute multi digit numbers with decimals connect to my life?  How might the world be different without decimals?  How do you utilize decimals in your everyday life? | | | |
| **Vocabulary:**  Academic/Content | **5.NBT.1** decimal • decimal point • place value • tenths • hundredths • thousandths **5.NBT.2** exponent • power of 10 • tenths• hundredths • thousandths  **Printable Math Vocabulary Cards** [http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx](http://www.graniteschools.org/depart/teachinglearning/curriculuminstruction/math/Pages/MathematicsVocabulary.aspx%20%20%20%20)  **Additional Vocabulary Options-**Vocabulary words posted on math word wall \*Varied methods of teaching vocabulary **Examples: 1. Foldables** (graphic organizer with folded paper): <http://foldables.wikispaces.com/Foldables> **2. Graphic Organizers:**  <http://www.cobbk12.org/Cheathamhill/LFS%20Update/Graphic%20Organizers.htm> | | | | | | **Materials and Resources:**  Everyday Math-Teacher Editions, Skills Link Book, Math Masters (teacher resource book), Math Student Reference Book (textbook) | | | **Wikispaces/Math Websites:**  <http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf>  <http://3-5cctask.ncdpi.wikispaces.net>  <https://grade5commoncoremath.wikispaces.hcpss.org/>  <http://www.commoncoresheets.com/>    [http://www.mrmaffesoli.com](http://www.mrmaffesoli.com   )  <http://www.ixl.com/standards/common-core/math/grade-5>  <http://www.mathgoodies.com/standards/alignments/grade5.html>  \*Place Value Mats \*Base Ten Blocks | | | |
| **Standards for Mathematical Practices**  Highlight the practices you will use this week. | 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 2. Construct viable arguments and critique the reasoning of others. 4. Model with mathematics 5.Use appropriate tools strategically. 3. Attend to precision. 7 .Look for and make use of structure. 8. Look for and express regularity in repeated reasoning | | | | | | | | | | | | |
| **Mental Math and Reflexes** | **Monday**  Everyday Math Teacher Edition  Vol.1 p.33 | | **Tuesday**  Everyday Math Teacher Edition  Vol.1 p.43 | | | **Wednesday**  Everyday Math Teacher Edition  Vol.1 p.48 | | | **Thursday**  Everyday Math Teacher Edition Vol.1 p.53 | | | | **Friday**  Everyday Math Teacher Edition Vol.1 p.58 |
| Daily Whole Class-oral or writing activity  Encourage students to practice math skills mentally. Level 1 (easy),2 (medium) and 3(difficult) indicate level of difficulty. | Develop a Fact Review Routine  **Level 1** 3\*5=15 10\*9=90  5\*5=25 7\*10 =90 10\*3=30  **Level 2** 3\*8=24 4\*6=24  7\*5=35 7\*6= 56 7\*8=56  **Level 3** 6\*7=42 8\*3=24  8\*7=56 9\*3=27 9\*8=72 | | Develop a Fact Review Routine  **Level 1** 3\*6=18 4\*4=16 4\*8=32 5\*3=15  **Level 2** 5\*7 =35 6\*5=30  6\*9=54 7\*28=28 6\*8=48  **Level 3** 8\*9=72 9\*4=36  9\*8=72 9\*7=63 | | | Develop a Fact Review Routine  **Level 1**  3\*7=21 6\*4=24 8\*8=64 3\*9=27 9\*9=81  **Level 2** 4\*8=32 8\*3=24  7\*8=56 8\*4=32 6\*7=42  **Level 3** 9\*6=54 8\*9=72 7\*6=42 9\*7=63 6\*9=54 | | | Develop a Fact Review Routine  **Level 1**  5\*6=30 3\*9=27  7\*7=49 6\*6=36  **Level 2** 9\*5=45 7\*8=56  6\*7=42 9\*6=54 8\*6=48  **Level 3** 7\*9=63 8\*7=56  9\*7=63 8\*9=72 | | | | Develop a Fact Review Routine  **Level 1** 2\*2=4 2\*3=6  3\*4=12 4\*5=20  **Level 2** 5\*6=30 7\*3=21  7\*6=42 8\*5=40  **Level 3** 6\*9=54 8\*9=72  9\*7=63 8\*6=48 |
| **Monday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3  5.SL.3  5.SL.6  *Writing*  5.W.2  *Reading Informational Text*  5.RI.7  Everyday Math Student Reference Textbook p.30  **Literature Link:**  **Place Value**  [How Much Is a Million?](http://www.scholastic.com/teachers/redirect_by_legacy?type=work&legacy_id=231" \o "[How Much Is a Million?])  by [David M. Schwartz](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=164224&cw=true), illustrated by [Steven Kellogg](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=2306&cw=true)  How Much Is a Million? | **Whole Group5.NBT.1**  **Pretesting- 3.NBT.3, 4.NBT.1, 4.NBT.2-Skills Needed to master 5.NBT.1**  **3.NBT.3, 4.NBT.1, 4.NBT.2, 5.NBT.1 -Skills Needed to master 5.NBT.2**  (Assess students-Resource:<https://grade5commoncoremath.wikispaces.hcpss.org/>)  **1. Mental Math and Reflexes as seen on the row above.** Lead the students in mental math daily.  **2. Introduce Vocabulary**–The teacher will teach the vocabulary words and definitions create and present via Microsoft PowerPointor create a vocabularygame via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html>  **3.Teacher Input-**The teacher will teach the concept of place value by presenting the concepts with a media presentation (Learn Zillion has a PowerPoint for this lesson-<https://learnzillion.com/lessons/2519-determine-the-value-of-a-digit-in-the-thousandths-place>) or written examples on the board.**Teacher Demonstration:**Introduce lesson with an ***Essential Question***- How can I know the value of digits as it relates to place value?Teach students place value relationships-In a multi digit number, a digit in one place represents 10 times and much as it represents –10 times and much as it represents in the place to its right, 1/10 of what it represents in the place to its left.(Teacher presentation option-[http://www.mathgoodies.com/lessons/decimals/introduction.html](http://www.mathgoodies.com/lessons/decimals/introduction.html%20) )**Students will view:**Learn Zillion- Video Title:Determine the value of a digit in the thousandths place-*Website-*<https://learnzillion.com/lessons/2519-determine-the-value-of-a-digit-in-the-thousandths-place>)  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work . Use this website below to practice basic skills of the standard-<http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-*Students will have an opportunity to practice math skills.*(More resources in the independent work section*.)\*Textbook-Student Reference Book-Informational reading page 30  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape/Schoolnet or 5th Grade Formative Assessment- Website-(website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.1 to view word problem)  \**Review Problem Solving Strategies* \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | **Small Group**  ***Introduce Procedures for Daily Math Workstations***  The teacher will introduce rules, work expectations and the math workstations.  The teacher will teach the students howto work and engage in workstations.  The teacher will teach the students how to complete activities or play games. | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problem with the students and then allow them opportunities to practice independently   <http://www.mathworksheetsland.com/5/4recmulnums/explain.pdf>  <http://www.commoncoresheets.com/Math/Decimals/Finding%20Value%20with%20Decimals/1.pdf>  <http://www.mrmaffesoli.com/Printables/5NBT1/index.html>  **Textbook-**Student reference Book-Informational reading. Students can practice in the Check Your understanding portion of the page- p.30  **Interactive Math Games (Independent or Whole Group)**  <http://www.abcya.com/place_value_hockey.htm>  <http://mrnussbaum.com/placevaluepirates/>  <http://www.math-play.com/place-value-games.html>  <http://www.henryanker.com/5th_Activities.html> | |
| **Tuesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational Text-*5.RI.7  Everyday Math Student Reference Textbook p.30  **Literature Link:**  **Place Value**  [A Million Dots](http://www.scholastic.com/teachers/redirect_by_legacy?type=work&legacy_id=1185996" \o "[A Million Dots])  by [Andrew Clements](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=2883&cw=true), illustrated by [Mike Reed](http://www.scholastic.com/teachers/redirect_by_legacy?type=contributor&legacy_id=164491&cw=true)  A Million Dots | **Whole Group5.NBT.1**  **1. Mental Math and Reflexes-**Lead the students in mental math daily.  **2. Vocabulary**– The teacher will teach the vocabulary words and definitions -Present via Microsoft PowerPoint orcreate a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html>  **3. Teacher Input-** The teacher will teach concept of place valueby presenting the concepts with a media presentation (Learn Zillion has a PowerPoint for this lesson-<https://learnzillion.com/lessons/2389-understand-that-place-value-increases-ten-times-with-each-shift-to-the-left-in-a-multidigit-number>)  **Teacher Demonstration:** Introduce lesson with an ***Essential Question***- How can I know the value of digits as it relates to place value? Teach students place value relationships-In a multi digit number, a digit in one place represents 10 times and much as it represents –10 times and much as it represents in the place to its right, 1/10 of what it represents in the place to its left.**Students will view:**Learn Zillion-Video Title-Understand that place value increases ten times with each shift to the left in a multi-digit number *website* <https://learnzillion.com/lessons/2389-understand-that-place-value-increases-ten-times-with-each-shift-to-the-left-in-a-multidigit-number>  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals** (select at least 1 a day)  **Resources:** ClassScape/Schoolnet or 5th Grade Formative Assessment- Website-(website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.1 to view word problem)  \**Review Problem Solving Strategies* \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer. | | | | | | | **Small Group**  ***Review Procedures for Daily Math Workstations***  The teacher will review rules, work expectations and the math workstations.  The teacher will teach the students howto work and engage in workstations.  The teacher will teach the students how to complete activities or play games. | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.mathworksheetsland.com/5/4recmulnums/ip.pdf>  <http://www.commoncoresheets.com/Math/Decimals/Finding%20Value%20with%20Decimals/1.pdf>  <http://www.mrmaffesoli.com/Printables/5NBT1/index.html>  **Interactive Math Games (Independent or Whole Group)**  http://www.abcya.com/place\_value\_hockey.htm  <http://mrnussbaum.com/placevaluepirates/>  <http://www.math-play.com/place-value-games.html>  <http://www.henryanker.com/5th_Activities.html>  **Textbook-**Student reference Book-Informational reading. Students can practice in the Check Your Understanding portion of the page- p.30 | |
| **Wednesday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational Text-*5.RI.7  Everyday Math Student Reference Textbook p.30  **Literature Link:**  **Place Value**  Sir Cumference and the All the King's Tensby CindyNeuschwander  Sir Cumference and All the King's Tens | **Whole Group5.NBT.2**  **1. Mental Math and Reflexes -** Lead the students in mental math daily.  **2. Vocabulary-** The teacher will teach the vocabulary words and definitions -Present via Microsoft PowerPoint or create a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html>  **3.Teacher Input-** The teacher will teach concept of exponents and powers of tenby presenting the concepts with a media presentation(Learn Zillion has a PowerPoint for this lesson- <https://learnzillion.com/lessons/2471-explain-patterns-in-zeros-when-multiplying-by-a-power-of-ten-> or written examples on the board**. Teacher Demonstration:**Introduce lesson with an ***Essential Question***-**5.NBT.2** What is the relationship between place value and powers of ten? Explain to students the patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10 **Students will view:** Learn Zillion-Video Title-Explain patterns in zeros when multiplying by a power of ten <https://learnzillion.com/lessons/2471-explain-patterns-in-zeros-when-multiplying-by-a-power-of-ten-> or Video: <https://www.khanacademy.org/math/cc-fifth-grade-math/cc-5th-place-value-decimals-top/cc-5th-mult-powers-of-10/v/powers-of-10>  **4.Guided Practice & Independent Practice**  a) *Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  ***Another Activity***-Building Powers of Ten activity - Print pages 7-10 <http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems-Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape/Schoolnet or 5th Grade Formative Assessment- Website-(website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \*click on the standard 5.NBT.2 to view word problem)\**Review Problem Solving Strategies* \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer. | | | | | | | ***Review Procedures for Daily Math Workstations***  The teacher will review rules, work expectations and the math workstations.  The teacher will teach the students howto work and engage in workstations.  The teacher will teach the students how to complete activities or play games. | | | | **Independent Work**   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.commoncoresheets.com/Math/Multiplication/Multiplying%2010s%20&%20100s%20E/1.pdf>  <http://www.mrmaffesoli.com/Printables/5NBT2/index.html>  **Interactive Math Games (Independent or Whole Group)**  <http://www.abcya.com/place_value_hockey.htm>  <http://mrnussbaum.com/placevaluepirates/>  <http://www.math-play.com/place-value-games.html>  <http://www.henryanker.com/5th_Activities.html> | |
| **Thursday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational Text-*5.RI.7  Everyday Math Student Reference  p. 5-8, 37  **Literature Link:**  **Place Value**  On Beyond a Million: An Amazing Math Journey  By [David M. Schwartz](http://www.scholastic.com/teachers/bookwizard/books-by/david-m-schwartz), illustrated by [Paul Meisel](http://www.scholastic.com/teachers/bookwizard/books-by/paul-meisel)  On Beyond a Million | **Whole Group5.NBT.2**  **1. Mental Math and Reflexes** Lead the students in mental math daily.  **2. Vocabulary**– The teacher will teach the vocabulary words and definitions (Present via Microsoft PowerPoint orcreate a vocabulary game via -<http://quizlet.com/> or <http://www.bigiqkids.com/SpellingVocabulary/Lessons/wordlist.html>  **3. Teacher Input-** The teacher will teach concept of exponents and powers of ten by presenting the concepts with a media presentation (Learn Zillion has a PowerPoint for this lesson -<https://learnzillion.com/lessons/2583-represent-powers-of-10-using-whole-number-exponents> ) written examples on the board. **Teacher Demonstration:** Introduce lesson with an ***Essential Question***-**5.NBT.2** What is the relationship between place value and powers of ten? Explain to students the patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10**Students will view:** Learn Zillion- Video Title- Represent powers of 10 using whole number exponents [https://learnzillion.com/lessons/ 2583-represent-powers-of-10-using-whole-number-exponents](https://learnzillion.com/lessons/%202583-represent-powers-of-10-using-whole-number-exponents) b)Textbook-Student reference Book-Informational reading-Powers of 10 page.5  **4.Guided Practice & Independent Practice**  a)*Whole group-*The teacher will engage students in discussion about the video, followed by whole group/partner practice work. Use this website to practice basic skills of the standard- <http://www.ixl.com/standards/common-core/math/grade-5>  *Additional Activity*-Building Powers of Ten activity <http://maccss.ncdpi.wikispaces.net/file/view/CCSSMathTasks-Grade5.pdf/375611936/CCSSMathTasks-Grade5.pdf>  *b) Independent Work-* Students will have an opportunity to practice math skills.*(See resources in the independent work section*.)  **5. Solving Word Problems- Math Notebook Journals**(select at least 1 a day)  **Resources:** ClassScape/Schoolnet or 5th Grade Formative Assessment- Website-(website-[http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4](http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4%20) \* click on the standard 5.NBT.2 to view word problem)  \**Review Problem Solving Strategies* \* Students will: a) select a strategy b) solve the problem with an equation and a complete sentence c) Students will explain and prove/defend their answer | | | | | | | ***Review Procedures for Daily Math Workstations***  The teacher will review rules, work expectations and the math workstations.  The teacher will teach the students howto work and engage in workstations.  The teacher will teach the students how to complete activities or play games. | | | | **Independent Work**  ***Textbook*-**Student reference Book-Informational reading-Powers of 10 -page.5  ***Everyday Math Journals***  *Math Journal 2 - p. 214 (Copies can be made or printed from the Everyday Website or use the Smart Document Camera)*  ***Math Masters Everyday Math Resource Book****- Powers of Ten -p.192 (Copies can be made or use the Smart Document Camera)*   * **Resources**-print activities from these websites or display the assignment on the SMARTboard for students to practice. * Read directions and complete at least 1 problems with the students and then allow them opportunities to practice independently   <http://www.commoncoresheets.com/Math/Decimals/Multiplying%20and%20Dividing%20Powers%20of%20Ten/1.pdf>  <http://www.mrmaffesoli.com/Printables/5NBT2/index.html>  <http://www.henryanker.com/5th_Activities.html> | |
| **Friday**  **Subject Integration:**  **ELA**  *Speaking/Listening*  5.SL.1, 5.SL.2a  5.SL.3, 5.SL.4  5.SL.6  *Writing-*5.W.2  *Reading Informational Text-*5.RI.7  Everyday Math Student Reference Textbook  p. 5-8, 37 | **Whole Group**  **Mental Math and Reflexes**-Lead the students in mental math daily.  **Formative Assessment Tasks**  <http://3-5cctask.ncdpi.wikispaces.net/5.NBT.1-5.NBT4>  \*Whole Group or Independent  \*Students will solve on paper or on dry erase boards | | | | | | | ***Review Procedures for Daily Math Workstations***  The teacher will review rules, work expectations and the math workstations.  The teacher will teach the students howto work and engage in workstations. | | | | **Independent Work**  **5.NBT.1& 5.NBT. 2 Assessment**  Students can take the assessment paper –pencil or  In Schoolnet or ClassScape. | |
| **Math Workstations** | **Math with My Teacher**  *Students attend this rotation during small group* | **Math by Myself**  *Examples: Project Based Learning, Math Drills-flash cards, activity cards/sheets* | | | **Math with Someone**  *Examples: Bingo, Math Drills- flash cards, Math Board Games*  **\*Resource for Games** \*Everyday Math Student Reference Book\*  <http://maccss.ncdpi.wikispaces.net/file/view/5thgrade_GAMES_3.31.14.pdf/499871788/5thgrade_GAMES_3.31.14.pdf> | | | | **Math Vocabulary/ Writing**  *Examples: Vocabulary Terms, Graphic Organizers, Writing Steps to Solve Problems, Matching* | | | | **Math with Technology**  *Examples: iPad Apps, computer programs, Math Game Websites, Learning Odyssey, Study Island, etc.* |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | | |